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Curriculum Guide

for

Group Guidance

Grade 1X

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ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation, the contributions of the following members of the Junior High School Subcommittee on Guidance. The subcommittee operated under the guidance of the Junior High School Curriculum Committee.

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NOTE: This Curriculum Guide is a service publication only. The official statement regarding the course may be found in the Junior High School Program of Studies. The Curriculum Guide contains, however, as well as content, suggestions for developing the concepts, suggestions for use of teaching aids and lists of additional reference books.



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GRADE IX GROUP GUIDANCE

INTRODUCTION

WHY

It is assumed that man is partially self-determining, that he is not a robot and therefore socially responsible for his actions. Establishing one's pattern of behavior requires making decisions. Therefore, the theme of this course is decision-making. This process involves the ability to effectively assess a situation in order to choose the most appropriate behavior from alternatives. Furthermore, it is assumed that the decision-making skill can be taught, and will be of value throughout one's life.

Decision-making is a developmental process applicable to all behavior. Individuals move from the dependence of childhood toward the independence of adulthood, and as a result, it is important that they learn to make decisions themselves, and to use their increasing freedom intelligently. The risk of error involved is inversely proportional to their skill in decision-making.

A detailed analysis of variables influencing choice can assist in the development of intelligent, fulfilled individuals from whose reflective capacities should emerge a better society. Such an analysis has been traditionally restricted to more senior grades and the universities.

Although students have been constantly making decisions, when they leave Grade Nine there is a major discontinuity insofar as they become far more responsible for educational, vocational and social choices. Decisions made at this time are often more binding than they have been previously. If students don't learn to make decisions, they will be made for them and decision-making by default is not desirable. Other undesirable possibilities are the inability to make decisions and the consequences of making wrong decisions.

WHEN

In our North American culture one of the most pronounced child-rearing characteristics is to encourage our young people toward early social and economical independence. It is also true that we expect more accurate and responsible decisions from them as they grow older; sixteen-year olds are legally responsible adults.

It is obvious then that the formal educational system should ensure adequate coverage of so vital a topic as the nature of decision-making before students are expected to be responsible adults. It is folly to expect the schools to develop a full and appreciative awareness among students of all the inherent complexities—previous experiences and home child-rearing practices are poignantly related to each child's decision-

2.

making capabilities. However, it is equally obvious that a detailed examination of the decision-making process will facilitate the development of responsible behavior by making students aware of variables antecedent and consequent to the act of choice.

Formal presentation of the topic at the Grade IX level is advantageous because students:

1. average about **fifteen years of age**,
2. are preparing for high school program selection,
3. are considering possible vocational choices, and
4. are faced with innumerable social and personal problem situations wherein choices must be made.

WHO

The following points should be considered when selecting teachers for this course:

1. Wherever possible, qualified guidance counsellors should instruct in this course as it is a natural and complementary extension of guidance services.
2. The relatively intangible and complex content of this course requires mature, well trained and experienced teachers, preferably with a particular interest in group work.
3. A teacher must be knowledgeable about the intricacies of high school programming, the world of work and continuing educational opportunities.
4. It is recommended that inexperienced teachers not be assigned to this course.

WHAT

The objective of this course is to assist students to assess themselves and their environment (home, school, and world of work), so that they may make better decisions, that is, decisions closer to objective reality. However, the value of subjectivity should not be negated or ignored.

The course includes a theoretical model for decision-making and a discussion of the major factors to be considered, **such as**; academic achievement, abilities, aptitudes, interests and values. Although the content stresses educational and vocational decision making, the model and the skill may be effectively applied to personal and social choices.

HOW

A good guidance teacher does a minimum of telling and a maximum of involving his students in learning the skills of decision-making. As an approach to the topic, it is suggested that liberal use of the inquiry- or problem-oriented technique be made in the classroom. These classes should be treated as "group guidance" sessions rather than teacher-centered, expository ones. Initial classes may have to be characterized by an expository mode of presentation in order to focus perspective; even in those classes where learning is student-and problem-centered, the teacher must function as a guide to discussion.

Making a choice or decision is an active response; the only meaningful way to promote such learning is to present problem situations to students and have them resolve the problems. By controlling the input information the teacher can focus the students' attention to such specific or complex variables as he wishes. It is strongly recommended that such problems be carefully considered and that planned presentation follow in class. Motivation can be stimulated by use of meaningful examples and problems. The educational, social, vocational, and personal decisions facing Grade Nine students provide unlimited and relevant material.

Students in this Group Guidance course should not be examined in the traditional manner.

UNIT I DECISION MAKING

(7-9 Lessons)

Introductory Statement:

Unit I sets the theme of the course. This Unit provides the rationale and a model for decision-making. Without a thorough understanding of the concepts in Unit I, students will find the course confusing and/or meaningless.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER I

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
Vocational developmental stages: 1. fantasy—under 10 years 2. interest—11 - 12 years 3. capacity—13 - 14 years 4. value—15 - 16 years	Decision-making is an integral part of a person's life. Decisions are being made daily as a result of random selection or planned action. Planned action developed by decision-making skill will assist the student to assume more responsibility for <u>being</u> and develop his confidence in <u>becoming</u> .
Socio-economic classification: 1. Upper 2. Middle - upper - lower 3. Lower	Decision-making skill helps to determine the degree of individual freedom. Also, educational decisions and attainment are primary determinants of an individual's social, economic and vocational status.
Senior High School presents problems: 1. Program selection 2. Course selection 3. Social discontinuity 4. Increased self-discipline 5. Increased responsibility in selecting goals 6. Unrealistic expectations	Grade IX is the first year that a student is responsible for major educational decisions. If he shirks this responsibility or if he lacks information and/or decision-making skill, the probability of satisfaction and/or success is reduced.
Information required for planning: (SAVE) 1. Social 2. Academic 3. Vocational 4. Emotional	Planning is a prerequisite for wise decisions. Information is necessary for planning, and a tentative goal determines what information is appropriate.

CONTENTDecision-Making Model:

1. Select goal.
2. Collect all pertinent information.
3. Establish and examine alternatives and possible consequences.
4. Select an alternative after weighing the risks against the values involved.
5. After implementation of one's choice periodic reexamination should occur.

SUGGESTED TREATMENT AND UNDERSTANDINGS

Decision-making is the process of choosing.

The ultimate goal is to develop student proficiency in decision-making so that he may become more independent.

RESOURCE MATERIALS:

Student resources must depend on the text, *Decision-Making*, Zingle, Safran, and Hohol, plus the student's own experiences as examined through guided classroom discussion.

Teacher's resources are primarily the writings of Super, Tiedeman, Ginzberg and Rogers.

Ginzberg, Eli, et al., *Occupational Choice*, Columbia University Press, New York, 1951. Chapter VII to X (Vocational Developmental Stages).

Rogers, C.R., *On Becoming a Person*, Houghton Mifflin Company, Boston, 1961.

Super, D.E., *Psychology of Careers*, Harper & Brothers, New York, 1957. Chapter III (Socio-economic Classification).

Tiedeman, D.V., and F. L. Field, "Guidance: The Science of Purposeful Action Applied Through Education", in R. Mosher, R. Carle and C. Kehas, (eds.), *Guidance, an Examination*, Harcourt, Brace and World, 1965. Pp. 192 - 213.

Caplow, T., *The Sociology of Work*, University of Minnesota Press, 1954.

Program of Studies for Senior High Schools of Alberta, Department of Education, Edmonton, Alberta.

Senior High School Handbook, 1968-69 or subsequent year, Department of Education, Edmonton, Alberta.

Treatment of Chapter I cannot avoid the lecture method because this unit is an overview of the course and the resource materials are appropriate only to teachers. However, the inquiry- or problem-oriented method as applied through various techniques should be stressed whenever possible. An example of decision-making should be obtained from each student in order that it may be used as a basis for comparison at the conclusion of the course. A decision regarding the High School Program would be appropriate. For example: Each student should plan his High School Program on the basis of what he knows about himself and his knowledge of the High School Program. The decision-making theory should be continually applied to the areas in which students are presently making decisions.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER II

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
<p>We know that by the time we finish high school our interests may change somewhat and we become far more realistic in choosing an occupation or profession. Be that as it may, we begin to "zero in" on the broad panorama of vocational opportunities which await us in the future. Therefore, even at a Grade Eight or Grade Nine level, we must become aware of the need for making a choice.</p>	<p>The goal of guidance is to encourage the student to establish purposes so that he will evolve his own goals. The student must compare his current experiences with the conditions that he desires while noting that what he desires does not exist. Nevertheless, it is possible to compare what is with what might be. In so doing, the student is encouraged to choose, develop, modify and perform in such a manner as to approach his desired goal. This would be planned action, not random selection.</p>
<p>There are really three levels of choices that we can think of now. They are:</p> <ol style="list-style-type: none"> 1. Immediate choices (high school curricula courses, etc.) This means beginning to think in terms of our immediate plans next year. 2. Intermediate choices (University, Junior College, Technical Institutes, etc.) This means the type of training beyond matriculation or High School Diploma. 	

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

3. Long-range choices (career choices--engineer, doctor, lawyer, draftsman, etc.) This means the type of job we are looking for to complete learning.

There is a developmental process which takes place on the road to vocational maturity. The student travels from complete immaturity to a degree of maturity where proper choices can be made **for the future.**

It is necessary that students become aware of the need to choose. This awareness is a measure of vocational maturity.

There appears to be six levels of development in this process of becoming aware of the need for choices. From the lowest to the highest they are:

1. No mention of choice.
2. Mention of a need to choose and possible alternatives.
3. Mention of a choice or steps to aid in making the choice.
4. Mention of a reason for choice.
5. Mention of the relationship of immediate to intermediate or ultimate choice.
6. Mention of steps for implementation of immediate choice.

The above six steps then may be called the "Vocational Maturity Factor".

Previously, we have mentioned that the schools must emphasize Educational and Vocational Information and we have further added that these informational areas are frequently complicated by social, academic, vocational and emotional factors. This whole area we may label the "Informational Factor".

CONTENT

SUGGESTED TREATMENT AND UNDERSTANDINGS

Strategy of Decision-Making

If an individual is to begin to make decisions about the future, he must have adequate knowledge and a vocational maturity. To mention it more succinctly, if he is to cut down the "risk of error" in making choices he must be competent in the handling of both the "Vocational Maturity Factor" and the "Informational Factor".

The strategy of decision-making can then be graphed on a two-dimensional plane.

		Vocational Maturity Factor					
Informational Factor	Some knowledge SAVE*	1	2	3	4	5	6
	More knowledge SAVE						
	Great knowledge SAVE						
	Most knowledge SAVE						

*SAVE represents the individual's knowledge about his social, academic, vocational and emotional competence.

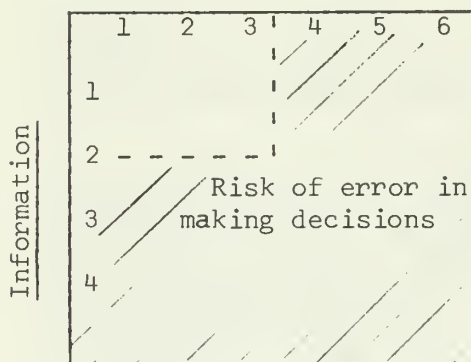
Two examples are cited on page 9 of the "risk of error" occurring with some degree of "Information" and some degree of "Vocational Maturity".

CONTENT

Individual A has "More Knowledge", step 2 (Informational Factor) and he is at level 3, "Mention of Choice" (Vocational Maturity Factor).

Individual A

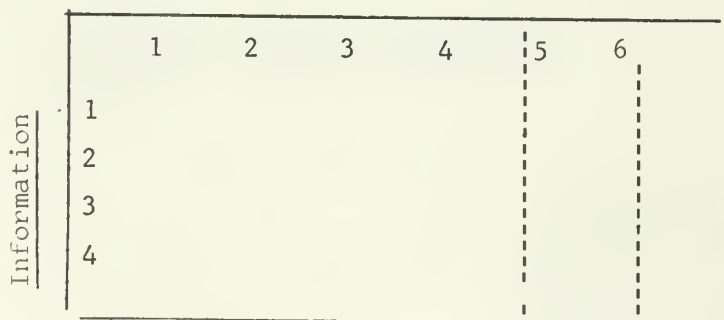
Vocational Maturity



Individual B has "Most Knowledge", step 4 (Informational Factor) and he is at level 5, "Mention of Relationships" (Vocational Maturity Factor).

Individual B

Vocational Maturity

SUGGESTED TREATMENT AND UNDERSTANDINGS

Student experience in the use of the decision-making model should result in an increased ability to:

1. Plan.
2. Assess one's abilities, interests, values and personality.
3. Relate this assessment to vocational requirements.
4. Make good educational and vocational decisions.
5. Apply the decision model to any choice situation.
6. Take responsibility for one's own educational, social and personal adjustment.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

The charts clearly indicate the Strategy of Decision-Making. Individual B has far less chance of making errors in his choices than Individual A.

The theory therefore expounds that decision-making can be improved if the two factors, a) Informational and b) Vocational Maturity, can be explored most thoroughly.

Have each student select a series of goals in which he uses immediate, intermediate, and long-range choices and to which the following strategies may be applied:

a) Risk of error

Apply the risk of error model to the student's informational factor and vocational maturity factor.

b) Level of choices

This level should be measured for every member of the class, using the criteria in the text.

c) SAVE

Social, academic, vocational and emotional factors are of an individual nature. These factors are applied to the individual and his decision-making throughout the remainder of the course.

A teacher-designed profile on which the student records his interests, aptitudes, abilities, values, physical attributes, temperament and other characteristics is maintained throughout the year. Upon completion of this course, the students should be able to use this strategy of decision-making in order to make better choices based on the above individual profile.

UNIT II

FACTORS INVOLVED IN MAKING VOCATIONAL DECISIONS

(2-4 Lessons)

Introductory Statement:

There are many variables which affect a student's ability to solve problems. The aim of this Unit is to consider those factors which come into play whenever one is called upon to make vocational and educational decisions. The decision-making model introduced in Unit I should be utilized in covering the following chapters.

The first factor to consider is academic achievement. In this Chapter the pupils are asked to look at their present academic achievement, and what influence it will have on their decision.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTERS III AND IV

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
1. What is academic achievement?	1. Academic examinations exist in most educational institutions; predictions are essential in planning for future courses of action.
2. How is academic achievement evaluated? a) Teacher's observations b) Testing	2. Tests measure (progress or lack of)
3. What are the purposes of tests? a) Evaluate academic achievement b) Diagnose students' weaknesses in order to plan "remedial action" c) Report progress to parents	3. Pupils can gain insight and self-knowledge from tests which will aid them in their decision-making process.
4. Types of tests: a) Objective: 1. True-false 2. Multiple choice 3. Short answer 4. Matching b) Subjective: 1. Essay 2. Others	4. There is skill involved in writing tests.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

5. How are results of tests reported?

- a) Percentage
- b) Percentile
- c) Stanine
- d) Grade point average

6. How does your school evaluate achievement?

- a) Report cards
- b) Parent-teacher interviews
- c) Departmental exams
- d) Other

7. How can the student use the information related to "academic prediction" in making decisions?

8. What influences are played by peers and family in decision-making?

CAUTION: *Decision-Making*-- see pages 31-35. In each of the expectancy tables presented in Chapter 4, there is a category called "not completed". This simply means that the students either did not get to Grade XII of the course, or dropped out before completing it, or enrolled in a program which did not require the subjects exemplified by the use of these graphs, or dropped out of school before reaching Grade XII.

5. Different types of tests require different kinds of skills and preparation.

6. Results, in order to be meaningful, must be interpreted correctly.

7. It is important that students know the rationale of marking that the school is using.

8. If the individual does not have the skill to make decisions, decisions will be made for him.

9. Test results, teachers' evaluations, and expectancy tables are valuable information.

10. The influence of peers and family must be faced when making decisions.

RESOURCE MATERIALS:

North, J., "How to Write Better Examinations", *Guidance Newsletter*, December, 1965.

Lavin, *The Prediction of Academic Performance*, 1965.

Alberta Testing and Research Bulletin, Operational Research Branch, Department of Education.

UNIT II

HOMEWORK, STUDY AND STUDY HABITS

(2-4 Lessons)

Introductory Statement:

Homework and study should be approached as a part of the student's decision-making task. He should be encouraged to formulate a plan of action. This necessitates his becoming involved in looking at different alternatives and choosing possible routes or courses of action which lead him to success or failure.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTERS V AND VI

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
1. To encourage students to recognize the importance of homework and study they should think in terms of:	<u>Understandings</u>
a) Short-range goals	1. There is a difference between homework and study.
- thinking in terms of completing Grade IX and its implications.	2. Success in school enhances chances of more and better opportunities.
b) Intermediate range goals	3. Effective study and homework are facilitated by use of the decision-making model.
- Grade IX is a decision-making year in terms of the results having a direct bearing on selection of Grade X programs and courses.	<u>Treatment</u>
c) Long-range goals	1. Implementation of decision-making model in planning a "Work Study Schedule" (<i>Decision-Making</i> , Page 613).
- looking at the future in terms of career choice and the implications of present endeavors.	2. Students should be encouraged to develop a study schedule to fit their individual needs.
	3. Application of the study schedule
	4. After putting this into operation for a week, the guidance teacher should allow time for a discussion centered around problems of implementation.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

2. Utilization of a plan of attack for study using a decision-making model.

Decision-Making Model:

- a) Select goal.
- b) Collect all pertinent information.
- c) Establish and examine alternatives and possible consequences.
- d) Select an alternative after weighing the risks against the values involved.
- e) After implementation of one's choice periodic reexamination should occur.

RESOURCE MATERIALS:

Parmenter, *You and Your Workways*, Chapters 5, 8, 11, and 12.

Wrightstone, *How to Be a Better Student*, Chapters 5, 8, 9, and 13.

Preston and Botel, *How To Study*, Chapters 1, 2, 3, 5, and 6.

Margon and Deese, *How To Study*, Chapters 3, 4, 5, 8, and 9.

UNIT II

APTITUDES - ABILITIES - ACHIEVEMENT

(8-10 Lessons)

Introductory Statment:

Aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire, **with training**, some knowledge, skill, or set of responses such as ability to speak a language, to produce music, and the like.

There is an increasing awareness that we inherit structures with potentialities for functional use, rather than abilities; and that the development of one's potentialities depends upon environmental factors. One can measure the student's performance in his developed abilities, which represent the culminated results of interaction between innate structures and environmental situations.

Many investigators have explored the problem of estimating the variance in general mental ability which is attributal to heredity versus environment. These two factors decide how a person will grow and develop and in what ways he will differ. The current trend is to devote greater attention to studies on the development of concepts and problem-solving abilities and to factors that encourage independence, flexibility, and resourcefulness in children's problem-solving behavior.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTERS VII AND VIII

General Understandings:

1. The students should be able to differentiate between aptitudes, abilities and achievement. The evaluation of aptitudes and the evaluation of academic achievement are distinctly different. Whereas the purpose of the latter is to reveal a pupil's accomplishments as of a particular moment, the purpose of the former is to predict those that the pupil can achieve with suitable training. It is also evident that a test may serve both functions. For example, a reading test measuring speed of comprehension may be used as an achievement test for sixth-grade pupils or as an aptitude test to predict their achievement in Junior High School in such subjects as English and Social Studies. Aptitude tests differ from achievement tests in terms of purpose, not necessarily in terms of content.
2. Principles of Interpretation of Aptitude Tests:
 - a) Other evidence such as achievement test data, students' marks, and the like, should be used in addition to aptitude tests.

- b) Caution should be exercised in reporting aptitude test results to students.
- c) Aptitude tests forecast failure more reliably than success.
- d) More extensive validation data are needed for use in test interpretation.
- e) Aptitude tests are frequently inadequate for differential prediction and are limited in their coverage.

3. The level at which children can work successfully with some degree of ease and comfort may quite often be lower than the achievement level.

4. Heredity and environment are dually responsible for a person's development.

5. To get along in this world, we should recognize our strengths and our weaknesses and **endeavor** to overcome the weaknesses.

REFERENCES:

Primary

Decision-Making, Chapter 7.

Secondary

Youth and the Modern World of Work, Chapters 9 and 10.

Planning My Future, Chapter 9.

Growing Up - Canadian Guidance Series, Chapter 2.

APTITUDE AND ABILITIES

CONTENT

SUGGESTED TREATMENT AND UNDERSTANDINGS

Understandings

1. Aptitude is the capacity to develop in many areas.
2. Intelligence as a single composite score is inadequate. It should be thought of in terms of intelligence, a multiphase model rather than the single factor **I.Q.**
3. Each person is potentially endowed to develop according to the experiences and limits of his environmental context.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

4. Observational Techniques

Socio-economic status of family, occupations of parents and siblings, and education of parents and siblings are important factors in the gathering of information for aptitude assessments.

I. Are we different? Can individual differences be measured?

A. Define: aptitudes, abilities

B. Theories of aptitude

Spearman

Kelley, T.L. and

Thurstone, L.L.

Guilford

C. General ability

Intelligence -

academic or scholastic ability

NOTE: Teachers should treat intelligence test results with caution.

D. Special Aptitude

1. Mental aptitude

a. verbal: understanding ideas expressed in words

b. word fluency: the ability to write and speak with considerable ease

c. numerical: ability to carry out four fundamental processes

d. reasoning: problem-solving

e. spatial: the ability to perceive spatial relationships

f. perception: perceptual speed

g. memory

Treatment

1. Group discussion to help derive, define and discuss aspects of aptitude and ability.

2. Are good grades an example of aptitude or ability?

3. Discuss the concept of general intelligence or academic ability. What does it include?

4. What is the school's function in aptitude development? Discuss.

5. World of Work and Education - Which of these are most important: working, ideas, people or things?

6. Make a histogram: Allow three minutes for each student to list as many words as possible beginning with a certain letter. Profile the results to indicate individual differences in verbal fluency.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

2. Physical Aptitude
 - a. sensory
 - b. neuro-muscular

3. Creative Arts
Aptitude

4. Social Aptitudes

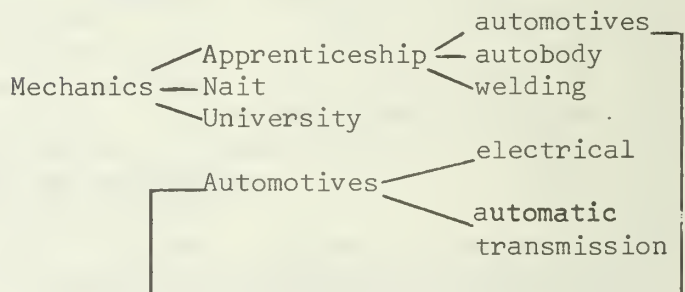
7. Many times adults interpret young people's behavior as lacking in social adaptability. Can you give examples illustrating behavior often so labelled by adults? How wrong or right are they in saying that such actions show the person to be unable to get along with others? Can you give an example of behavior that might mean this in one case, but in another situation could mean something different?

- E. Self-Awareness
 1. Aptitude Profile
 2. Self-Appraisal

8. Discuss hypothetical aptitude profiles. Individual students should discuss their profile and results with a guidance counsellor.

3. Significance of
Profile

9. Have students draw schematic diagrams indicating advancement and diversity of a job choice utilizing **their basic aptitudes and interests.**



- F. Special Abilities
are required in such
endeavors as:

1. Salesmanship
(persuasiveness)
2. Hockey
3. Electronics
4. Drama

10. Any job, related jobs and individual jobs. Discuss which of these abilities are acquired in school and which are acquired out of school.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

G. Occupational Choices and Aptitudes

1. Inter-class occupational choices
2. Intra-class occupational choices

11. Can you think of some reason why a person with real ability in one area might be more interested in another field? For instance, might a fellow with artistic ability want to become a clerk?

II. What factors are there in individual differences?

A. Heredity versus environment controversy

1. Heredity
 - a. Limiting factors
 - i. sight
 - ii. height
 - iii. weight
 - iv. congenital abnormalities

12. Read the biography of some well-known athlete and discuss how physical attributes have contributed to his or her success. (Short biographies are often published in *The Reader's Digest* and other similar periodicals.)

2. Environment
 - a. Contributing factors

13. Read and discuss biographies of some well-known persons and discover how heredity and environment may have been important in his or her development.

- i. schools
- ii. movies
- iii. churches
- iv. friends
- v. family
- vi. socio-economic conditions
- vii. community leadership
- viii. leisure-time activities
- ix. diversified school programs
- x. home--artistic, intellectual environment.

14. What a person is like today is a result of heredity and environment. Consider each of the following and state whether, in your opinion, heredity or environment is chiefly responsible for its presence. In some cases, heredity and environment may be about equally responsible.

blue eyes	red hair
pleasant smile	musical aptitude
mechanical ability	black skin
height	sales ability
interest in dramatics	
bad temper	weak heart
persistent lateness	being shy
cleanliness	correct use of English
good manners	good health
liking for olives	fear of dogs
dislike for pickles	blindness
fear of heights	deafness
ability in math.	interest in cooking
overweight	efficient study habits
skill in hockey	neat handwriting
being optimistic	ability to read fine print
desire to go to university	short eyelashes
ability to study efficiently	strength of hand grip
	interest in science

REFERENCES:Primary

Decision-Making, Chapters 3, 4, 7, and 8

Youth and the Modern World, Chapters 6 and 10

Holland, John L., *The Psychology of Vocational Choice*

Dreikrs, Rudolf, *Psychology in the Classroom*

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGSUnderstandings

1. The purpose of aptitude measurement is to help guide the type of action or decision we make.

2. High aptitude scores do not guarantee career success; they do however, indicate capacity.

3. Achievement lists are used to determine how a student is doing now, and the understandings that he has been able to absorb, rather than how well he can do.

4. Tests can help you come to a decision but they should not make the decision for you.

5. In the last analysis it is up to the student to make the decision.

6. Inequalities between academic potential and grades are most frequently encountered where contingency or motivational factors such as attitudes and interests play a vital part.

7. Testing is one means of collecting evidence on mental ability. Observational techniques and anecdotal records of behavior over a period of years supplement the estimation of one's mental ability.

8. Any measurement of educational achievement should be relevant, reliable, and objective, regardless of whether it is derived from a paper-and-pencil test or from some other technique of measurement, such as a performance test or a rating of observed behavior.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

9. Achievement or command of knowledge is demonstrated by its use in problem-solving, decision-making, explanation, argumentation and prediction.

10. Students should gain an understanding of the manner in which both developed and undeveloped skills relate to the vocational opportunities which might be open to them.

III. Can achievement be correlated with aptitude?

A. Define: Achievement

1. Achievement is related to:

- a. the child's neurological equipment
- b. his adaptability
- c. stimulation
- d. modification

B. Aptitude Tests

Predict Future

Probabilities

- 1. Using statistics
- 2. Using expectancy tables

Treatment

1. Why do you think social progress is inclined to lag behind scientific progress? Can you give examples of cultural lag.

2. In surveying pupil strengths and weaknesses, information concerning relative achievement in the basic skills and in the various subject areas should be found, e.g., a pupil that **excels** in reading but does poorly in arithmetic. Standardized tests can provide information for use in evaluating a pupil's relative status. Therefore, a pupil's achievement could be better diagnosed through a battery of tests rather than an individual test. Students should be given a chance to discuss:

- 1) quartiles, deciles, percentiles
- 2) standard scores
- 3) scaled scores
- 4) grade equivalents
- 5) age equivalents, model age norms, **median**, mean, etc., for evaluating achievement.

3. Psychologists have tried to build special purpose tests evidencing predictive validity for vocational success. Their efforts have been moderately successful in clerical occupations and in those jobs which demand a high degree of manual ability, hand-eye co-ordination, finger dexterity, facility with tools, spatial visualization, perceptual speed and mechanical comprehension.

At the same time, they have been less successful in attempting to identify talented individuals in art and music. In almost all

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

the cases, the predictions are less accurate than those of past academic success. Discuss—
Why is this the case?

IV. Aptitudes and future
occupational probabilities

A. Achievement and
performance

1. Vocational choice
2. Job satisfaction
3. Stability

4. "Success consists in measuring up to standards which you set for yourself. Therefore, you need to set up such standards carefully." Would failure to meet a self-imposed standard necessarily indicate failure in life?

5. A boy sometimes selects his father's occupation as a goal for achievement. Immediate interest and work experience may displace one's aptitude. However, once in the field, the boy realized job dissatisfaction because of his low level of performance. Can you help the boy? Using the developmental sequence in decision-making, outline the steps the boy may have taken before deciding on the selection of the same occupation as his dad.

6. Pupils, as well as teachers, can evaluate performances; their own and also those of their classmates. When pupils evaluate their own performances or those of their classmates, they gain excellent experience in observing. Have students develop rating scales, checklists, anecdotal records, scorecards, and product scales for evaluating certain aspects and performances. For example: personality required for a certain job, handwriting, industrial arts products, rating scales for themes. Discuss.

B. Practical application

1. Personality and interests versus aptitude and intelligence in occupational choice.
2. Scope of aptitudes necessary in a particular profession

7. Bill earned a college scholarship on the basis of his high scholastic average and his athletic ability. He decided to turn it down because he was very interested in a girl in his hometown who was not planning to go to college and who was upset at the prospect of Bill leaving town. Was Bill using intelligent self-interest? Was Bill's thinking an intelligent compromise?

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

8. Sharon is taking a job as a clerk when she gets through school this June. Several tests have indicated that she has interest and considerable ability in art, but she has found that jobs in the field of art require specialized training which she doesn't have and cannot afford to secure. Sharon is rather **disappointed** because she especially wants to do work related to art. Can you help her with this problem through the developmental sequence of decision-making?

3. Development of aptitudes
- a. the exploratory courses
 - b. self-awareness
 - c. assumed and real inadequacies

9. At present, the minimum number of exploratory subjects taken in any one year is two and the maximum is three. During the junior high school period of three years, it is desirable for each student to sample four courses. Art, dramatics, music, home economics, industrial arts, agriculture, community economics, oral french and typewriting are the exploratory courses offered in the Alberta Junior High Schools.

List and discuss why and how each of these courses can develop certain aptitudes and abilities.

RESOURCE MATERIALS:

Code: ▶◀ - Films
 ⊞ - Filmstrips
 ⊙ - Records

I 16mm Films - Available from the Audio Visual Services Branch of the Department of Education.

- ▶◀ T-428 *Heredity* - Mendelian laws of **inheritance** presented through the use of animated charts and animal picturization.
 SH - EBF, 1939.
- ▶◀ T-470 *The Teacher as Observer and Guide* - Six sequences, presenting actual classroom practice, direct attention to the teacher as an observer and guide to pupil growth. Teachers are shown guiding pupils to better ways of solving their problems; providing needed assistance to slow learners; promoting the growth of artistic talent.
 Teacher Training: Metropolitan Council, 1946 - 20 min.

- ▶◀ T-427 *Tips For Teachers* - Presents the three P's of good teaching. Explains the place and value of the teacher's personality, dramatizes the importance of preparation, and gives living examples of how the presentation of the material is done best. The photography is in the classroom. Analogies are introduced to show how the teacher must use showmanship, salesmanship, and the ability of an actor to help in the learning process.
Teacher Education: Jam Handy, 1962 - 10 min.
- ▶◀ T-509 *Learning to Understand Children* - Part One - A Diagnostic Approach. A case study of Ada Adams, an emotionally and socially maladjusted girl of fifteen. The film records the efforts of her English teacher, Miss Brown, to help her. Diagnostic techniques, such as observation of the child's behavior, study of her previous interviews, home visits, and formulation of an hypothesis for remedial measures are shown in detail. The techniques apply to diagnosing difficulties of many types in children. 21 min.
- ▶◀ T-527 *Aptitudes and Occupations* - This film analyzes and illustrates six fundamental aptitudes: mechanical, social, musical, artistic, clerical and scholastic. It shows standard tests used to determine individual aptitudes and it is especially valuable in teacher-counselor training programs.
- ▶◀ T-558 *Building Typing Skill* - As George pushes into higher speed areas, he finds that his typing tends to become less smooth and accurate. By practice of skill-building exercises, he masters relaxation, precise operative controls, attention to the copy, control of his arms and hands, and self-confidence. The camera shows slow motion details of George's skill-building exercises. Coronet, 1948 - 11 min.
- ▶◀ T-664 *Finding the Right Job* - This is a vocational guidance film that gets down to actual facts in the problem of finding a job. A thorough presentation of job-lead sources; emphasis on some of the crucial stages in obtaining a job; establishing a process of weighing offers in terms of your future goals; and what the company has to offer. These are some of the factual treatments that make this film one that actually does show students how to go about "finding the right job". Coronet, 1949 - 10 min.
- ▶◀ T-665 *Choosing Your Occupation* - From the opening sentence through to the last scene, the impact of this extraordinary film is directed toward each individual member of the audience. This subject is perfectly suited to the "You are the camera" technique. Self-appraisal, occupational possibilities, preparation requirements, and guidance facilities are a few of the ideas integrated here for the benefit of vocational guidance classes and conferences. Coronet, 1949 - 11 min.

- ◄ T-777 *Developing Your Character* - Illustrates what good character is and how it can be achieved in order to live more happily and more successfully. Influence from the home, church, school and friends which mold an individual's character as described, and a guide to developing character is presented. Coronet, 1950 - 11 min.
- ◄ T-851 *Individual Differences: Educational Psychology* - The case of a shy, slow, child who is **different** from his classmates and from his older, socially-adept brother. Points out that individual differences must be met in terms of individual interests and capabilities; that it is the job of the school to shape education to individual needs. Teacher Training: McGraw Hill, 1950 - 23 min.
- ◄ T-854 *High School: Your Challenge* - Explains, in simple terms, why a high school education is essential in today's world. The film approaches high school from the viewpoint of the student, enabling him to discover for himself, that a high school education will be an important and unforgettable part of his life. Coronet, 1951 - 12 min.
- ◄ T-904 *Personal Qualities for Job Success* - By observing job interviews of several high school graduates, the personality requisites for job success are illustrated, such as: initiative, good personal appearance, business-like work habits, willingness to accept criticism, and the ability to get along with people. Coronet, 1952 - 11 min.
- ◄ T-906 *Mechanical Aptitudes* - A high school boy goes to the school counsellor for help in choosing his electives. Sound guidance practices are demonstrated as the two work toward a decision based on the boy's interests, abilities and future plans. Ways to test mechanical interests and abilities and to increase mechanical abilities are shown. Coronet, 1951 - 10 min.
- ◄ T-980 *How to Remember* - Everyone realizes that remembering is important, but the problem is how to remember. This film demonstrates the use of a very practical procedure for remembering given material. How to memorize a selection is shown specifically while explaining the whole process of remembering. Types of remembering are explained and six basic rules for making remembering easier are presented. Coronet, 1950 - 10 min.

- ◄ T-994 *Planning Your Career* - High school students thinking about their future careers will find in this film an effective and flexible procedure, which consists of three basic steps: learning about yourself; learning about vocations which interest you; and comparing your own interests and abilities with the requirements of selected vocations. The film describes how a high school boy follows this procedure until he arrives at tentative decisions.
EBF, 1954 - 16 min.
- ◄ T-1125 *Do I Want To Be A Secretary* - This film describes ways to investigate secretarial work as a vocation, showing the skills, personal qualities, educational requisites and principal duties of a secretary. A girl enrolled in a beginning secretarial course is assisted in her decision by talking with her typing teacher and guidance counsellor, taking vocational tests, reading about secretarial work and visiting an office.
Coronet, 1954 - 11 min.
- ◄ T-1144 *How To Succeed In School* - Designed to help students understand and appreciate the basic principles to be followed in making better use of time and resources in school. The film's story is told by a father, who takes his son and daughter on a special tour of his printing plant. He demonstrates to them that the basic procedures are about the same for any job, whether it's operating a business, like his, or going to school. He emphasizes to them that their job is going to school and that, like any job, success depends on good planning and scheduling.
McGraw-Hill, 1956 - 11 min.
- ◄ T-1430 *You Can Go A Long Way* - A stimulating and intriguing Vocational Guidance film which shows that jobs hinge upon individual development and stresses the importance of at least high school graduation, for success in life.
NFB, 1961 - 21 min.
- ◄ T-1493 *Children Learning By Experience* - Work and play activities of children at different ages with suggestions of significance of these activities at certain ages. Each section presents a problem for discussion, including the urge to learn, practicing simple skills, understanding the world around, learning through planning and imagination.
Teacher Education: Realistic Film Unit, 1947 - 30 min.
- ◄ T-1599 *DNA: Molecule of Heredity* - Dr. George W. Beadle, discoverer of DNA and Nobel Prize winner, explains why DNA (deoxyribonucleic acid), giant molecule of the cell's chromosomes, is the basis of growth and reproduction and the mechanism for transporting hereditary "specifications" from one generation to the next. Illustrated with photomicrography, animation, and models.
EBF, 1960 - 16 min.

- ◄ Tk-1600 *Mitosis* - This film illustrates the fundamental process of cell division in plant and animal life, and discusses the importance of the mitotic process to the growth and maintenance of an organism. Microphotography shows the process of cell division actually taking place in a living cell. The effects of chemicals and radiation on dividing cells are demonstrated.
EBF, 1960 - 23 min.
- ◄ Tk-1601 *Meiosis: Sex Cell Formation* - Explains how meiosis, or the reduction of division, occurs in the formation of sex cells. Illustrates the sequence of changes in the parent-cell nucleus which results in the creation of two daughter cells, each having half as many chromosomes as the parent cell. Shows how meiosis enables plants and animals to produce offspring with a wide variety of characteristics and explains the role of meiosis in evolution.
EBF, 1962 - 16 min.
- ◄ Tk-1613 *Laws of Heredity* - How does "like beget like"? The film answers this question by showing, with clear, simple logic, that inheritance is determined in statistically predictable ways. It presents the insights and conclusions about inheritance that were first achieved by Gregor Mendal. The laws of heredity are the cornerstone of the modern science of genetics, and necessary to our understanding the process of natural selection.
EBF, 1962 - 16 min.

II Filmstrips - Society of Visual Education - Educational Filmstrip Distributors Inc., 1968. 191 Eglinton Avenue, East
Toronto 12, Ontario.

- A Vocational Decisions - Discusses a variety of occupational opportunities in which students may develop their own potentials. Emphasizes matching abilities and interests to vocational decision.

- ⊞ C 788-1 *An Introduction to Vocation* - As a major avenue of expression for one's life. Emphasizes opportunities.
49 frames - 18 min.
- ⊞ C 788-2 *The World of Work* - Why man works; why choice is a personal matter; how to choose a potential vocation.
63 frames - 18 min.
- ⊞ C 788-3 *Counselling in Vocational Decisions* - Value of outside assistance; respect of student's independence.
63 frames - 18 min.
Teacher's guide available for each filmstrip.

- o C 788-IRR Record for above filmstrips.

B Foundations for Occupational Planning

- 8 788-1 *Who Are You?* - Shows and describes how the unique characteristics of each individual person contribute something valuable to society.
37 frames.

III RecordsRecord - *How to Study and Why*

1. How To Listen
2. How To Take Notes
3. How To Do Homework
4. How To Speak Better
5. How To Write Clearly
6. How To Read More

IV Teacher References

1. Bouthilet, Lorraine and Katherine M. Byrne, *You and Your Mental Abilities*, S.R.A. There are different types of intelligence. This discussion describes the "general" and "special" types.
2. Bricklin, B., *Bright Child - Poor Grades*, P. Saunders of Toronto Ltd. Here is a penetrating study of the psychology of under-achievement.
3. Crow, A. and D. Heath, *Learning to Live With Others*, Intelligence and human behavior.
4. Falk, Robert D., *Your High School Record - Does It Count?*, South Dakota Press. Collection of information from many large corporations proving that the record one makes in high school definitely plays an important part in later life.
5. Magoun, F. Alexander, *Successfully Finding Yourself and Your Job*, Harper. A perceptive study of man's search for self-understanding as a beginning of the quest for employment.
6. Rich, F.L., *People Are Important*, Scott Foresman. Learning to understand human differences and adjust to others can help you attain maturity.

V Student References

1. Crawford, John and Dorothea Crawford, *Milestones for Modern Teens*, Morrow. Valuable advice to help you appraise yourself, recognize your problems, and handle them successfully. ("What's Your Score?", Chapter 2, Pages 22 - 37)

2. Falk, Robert D., *Your High School Record - Does It Count?*, South Dakota Press. Collection of information from many large corporations proving that the record one makes in high school definitely plays an important part in later life.
3. Gregor, Arthur S., *Time Out For Youth*, MacMillan. Contains information about study strategy, the meaning of intelligence, and budgeting your time effectively. Chapter 8.
4. Johnston, Clifford, *Careers For You*, Abingdon. Tells you how to evaluate yourself and suggests careers open to you.
5. Meader, Stephen W., *Bulldozer*, Harcourt, Brace. Against stiff competition, Bill Crane, just out of high school, used his gut and intelligence to win an important earth moving contract. Mechanically-minded boys will thrill over Bill's experience with this "Caterpillar" D2 Tractor that he discovered sunk in a lake in the Maine wilderness.
6. Meanninger, William C., *How To Be a Successful Teenager*, Sterling. After studying your strong points and your weak points, learn to work with what you have and use all your assets. ("How To Increase Your Self-Confidence", Chapter 2).
7. Menninger, W.C., et al., *How You Grow Up*, Saunders of Toronto Ltd. A simple, easy-to-understand guide for young adolescents, with emphasis on psychological adjustments in friendships, school problems, family relationships, and social problems.
8. Neugarten, et al., *Being Teenagers*, National Forum. Concerned with the teenager, his capabilities and environment.
9. Neugarten, et al., *Our School Life*, National Forum, second edition. This book discusses growing up, getting along with your family; getting along in school; meeting people and having them like you; and making your own way in the world.
10. Neugarten, et al., *Discovering Myself*, National Forum, second edition. Discovering yourself has to do with becoming more independent, with becoming socially mature, with becoming mentally grown up, and expressing more individuality.
11. Neugarten, et al., *Planning My Future*, National Forum, second edition. Sections of this book are concerned with factors which you should consider in making your occupational choice. They deal with abilities and interests, and with methods of appraising yourself, so that you can find the field of work for which you are best suited and in which you will experience the greatest satisfaction.

12. Schloerb, Lester J., *School Subjects and Jobs*, S.R.A. pamphlet. Tells how certain subjects assist you in acquiring skills that will help you obtain future jobs. A chart covering 266 occupations tell what school subjects are directly helpful in the performance of these jobs.
13. Shorter, Heb, *Understanding Ourselves*, Science Research. "The Game of Living", "Getting Along with Yourself and Others", and "How People Are Fundamentally Alike", will give experiences and suggestions which can help one appraise himself.
14. Shull, et al., *Toward Adult Living*, National Forum, second edition. To be emotionally and intellectually mature, young people need a philosophy which brings competence and stability into their adult living. In a period when environmental conditions are changing so rapidly that our mental and emotional habits can scarcely keep pace with them, young adults are compelled to evaluate and respond to crucial life situations - educational planning, vocational choice, marriage and parenthood, home management, cultural development, and citizenship in local and national government.
15. Smiley, Irvin T., *High School and You*, Stewart Publishing Co. If you've made plans for your future, you'll want to take subjects that will benefit you.
16. Sorenson, Herbert, and Marguerite Malm, *Psychology for Living*, McGraw-Hill. To help young people understand themselves and others better.

NOTE: No. 8, 9, 10, 11, 14 series are composed of three forms of materials, charts, student books, and teacher guides. Each of these books contains 33 units of material, each unit consisting of a classroom chart, a chapter in the student book, and a discussion outline in the guide for the teacher.

UNIT II

INTERESTS

(4-6 Lessons)

Introductory Statement:

The aim of this section is to make the student aware that good decision-making must take into account his pattern of interests.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTERS IX AND X

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. Interests	<u>Understandings</u>
A. The nature and role of interests. Primary reference: pp. 85 - 90.	An interest is a tendency to become absorbed in an experience and to continue it. The activities in which one engages because they appeal to him are expressions of his interest.
	Without interest, work is colorless and drab; with interest, work seems worthwhile to the individual, abilities are developed, and accomplishments are realized. Interest influences decisions.
	<u>Treatment</u>
	Elicit definitions from a number of students. Discuss interests that members of the class have. Relate to school subjects. Have students make an inventory of their activities, and discuss the role that interests play in the success or satisfaction one gets out of these activities.
B. The development of interests. Primary reference: pp. 87 - 88.	<u>Understandings</u>
	The interests of children are usually short-lived and changeable.
1. In children	There is a tendency for the patterns of young people's liking and disliking to become established generally during secondary school years.
2. In young people	
3. In adults	An individual's pattern of interests is a sign that points to his probable career.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

Interests are stimulated by admiration of persons who have succeeded in these fields. Parental influence can be seen where a father or mother insists that his or her child follow a certain path. Interests are also stimulated by the financial rewards that are attached to a favored occupation.

Treatment

Discuss how interests develop from childhood to young adult stage. Discuss role played by peer group. Have each student write a paragraph tracing the development of one interest.

C. Methods of measuring interests. Primary reference: pp. 90 - 103.
1. Question and answer

Understandings

The simplest way to determine a person's interests is to ask him what he likes.

Treatment

Discuss the limitations of this technique:
a) may not be complete or helpful, for it will be an expression of the interests which absorb him at the moment
b) may be colored by an attempt to please the questioner.

2. Manifest interest

Understandings

An individual's interests can be measured by analyzing his activities.

Treatment

3. Inventories of interests p. 92.

Discuss limitations:
a) our range of activities is too narrow
b) this technique is too time-consuming
Discuss:
a) reliability
b) range of interests covered
c) types of interest inventories
Relate to decision-making process.
Bring samples of different inventories.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

a. taking an interest inventory

Administer "S" interest scale in text, pp. 93 - 103, or another suitable one, e.g., "Kuder Interest". Discuss each pupil's interest profile to help him or her understand its significance.

(This will involve scheduling teacher-pupil interviews - may take 3 or 4 periods depending on class size.) Using Kuder or "S" profile, relate to section that follows.

Hints about "Discussion" as a teaching technique:

Here the teacher must develop skill in questioning to promote good thinking by the group. Such questioning generally results from careful planning and aim at opening up the topic in a manner that will encourage clear thinking by the class. The teacher should endeavor to prevent a student from feeling that he is occupying the center of the stage, and should attempt to create the impression that he is merely one of the group.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

D. Information about interests. Primary reference: pp. 104 - 124 (chapter 10).

Understandings

1. Better decision-making

One's interest in an activity is just as important as one's ability in that activity.

- a) for the sake of satisfaction
- b) for the sake of success.

a. in selecting school subjects, pp. 104 - 106.

There is not just one job that will suit your interests. A single interest area may be satisfied in a wide variety of occupations. Most occupations call for a combination of interests.

b. in selecting occupations, pp. 106 - 119.

Treatment

To assist in discovering the occupation or occupations that will combine most interests, have students relate them to school subjects:

- a) if a student knows he has an interest in art (school subject), suggest that he study the chart on page 109.
- b) if a student knows he has an interest in English, literature and language, suggest page 110, etc.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

2. Intermediate choices and final choices, pp. 119 - 120.

Understandings

Discuss the art chart with the group that expressed a definite interest in art. Do the same for the other groups.
N.B. Interests should be related to achievement and ability.

Your "final" job choice is reached through many decisions made year after year. (No job choice can ever be termed "final" because of our rapidly changing world.)

Each decision should be based on what you know about your achievement, aptitudes and interests. Choices you make now have an influence on future choices.

Each decision you make cuts down the choices you have in the future. Good decisions cut down risks of error.

Treatment

Have student read and summarize ideas contained on pages 119 and 120. Follow with discussion.

Question for comments:

1. Should grade nine students make some decision about their future life work before the end of the school year?
2. How might such a "decision" be advantageous?
3. A mistake?

3. Interests related to aptitudes, pp. 121 to 123.

Understandings

People who have an aptitude for a particular activity are usually also interested in that activity.

Treatment

Discuss pp. 120 - 121. Relate to interest in sports or math. Discuss "case of Donna Zad", page 120 in text. Discuss Gil's personal data, pages 121-122.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

Have each student make a personal data sheet based on most recent report card (achievement), DAT score (aptitude), and result of "S" interest profile (interest). Discuss the above.

4. Broadening your interests

Understandings

a. athletic or recreational

Doing things will expand your horizons and open up new areas of interest.

b. creative arts

Treatment

c. social service,
p. 124

Discuss the desirability of participating in different leisure-time activities.

Question for comments:

1. Are there any real interests that develop without personal involvement?
2. If so, will these interests remain?

5. High school program

Understandings

a. entrance standards

Current information about high school enhances the possibility of making wise choices.

b. type of program available

Treatment

- i. matriculation
- ii. technical
- iii. business
- iv. fine arts
- v. vocational
- vi. general

The teacher should endeavor to get an outline of the progress offered in the local high school. Discuss length and nature of program. Discuss subjects in each type of program. Relate to post-high school opportunities. The high school counsellor might be invited to handle this part of the course.

c. credits

d. course numbers

RESOURCE MATERIALS:

1. McDaniel, et al., *Reading in Guidance*, Holt, Rinehart and Winston, 1959.
2. McDaniel, H., *Guidance in the Modern School*, Holt, Rinehart and Winston, 1956.

UNIT II

VALUES AND DECISION-MAKING

(6-8 Lessons)

Introductory Statment:

Human values may be thought of as attitudes or feelings, likes and dislikes. The way a person behaves and feels, the direction he faces and the road he follows (i.e., ultimately, how he lives) are determined, not so much by what the facts are, but by how he interprets the facts, what his values and attitudes are about them. Values are the motivating forces in decision-making.

There are many reasons why one individual succeeds and another does not, but it seems certain that no one succeeds without motivation. Effective motivation depends on an individual's becoming truly involved or committed. The individual must hold the value that "it matters", and that he can and will do something about it.

Thus, one's attitudes or values or feelings about one's self (i.e., one's self-concept) not only contribute greatly to decision-making, but also determine how much drive and persistence go into the process.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTERS XI AND XII

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. Clarification and Definition of the term "values" as it relates to the decision-making.	Primary Reference: <i>Decision-Making</i> , pp. 125 - 133 Secondary Reference: <i>Keys to Vocational Decisions</i>
II. Some characteristics of values:	<u>Understandings</u>
A. They are responsible for approach-avoidance behavior, with respect to specific, or to generalized activities, ideas, experiences, persons, or things.	1. That being a responsible individual requires the taking of a position based on a system of values. 2. That the person who cannot reach a decision may also be the person whose values are not stable.
B. They always contain affective or emotional components.	

CONTENT

C. They vary in intensity measurable by resulting behavior (from the expression of opinion to action which is intense and deeply self-involving).

D. They may be inferred from the choices a person makes and conversely, behavior and choices may be predicted from established values (attitudes).

E. They motivate behavior (through likes, dislikes, feelings).

F. They change, almost without awareness, for many reasons; and with deliberate purpose, can be consciously changed.

SUGGESTED TREATMENT AND UNDERSTANDINGS

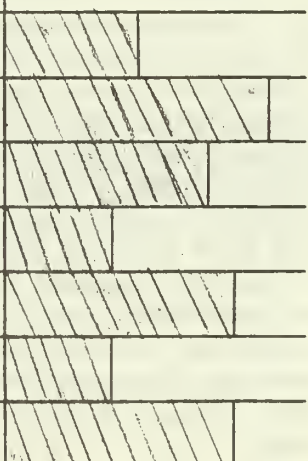
3. That values may be negative as well as positive, and as such, motivate behavior which is non-productive, or which runs counter to the value system held by the society at large.

Treatment

1. The pupils might make a time chart on which they attempt to trace changes in attitude (values) since Grade One, in some area such as career choice, leisure-time activities, and education.

2. The pupils might make a chart of the values they presently hold in some area of their choice. On it they will attempt to identify on a rating scale, to which factors they attach most and least importance.

Example:

SPORTS	
Factor	low←--Value--→high
getting exercise	
team participation	
showing up well	
competition	
excitement	
big league prospects	
cheering	
learning skills	

3. Enrichment might be introduced by discussion on value-categorizations such as:
a) Ideal - loyalty, freedom, love of country, etc. - the ones men fight and die for, the ones everyone professes to hold.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

b) Traditional - honesty, hard work, pay as you go, respect your elders, thrift, etc.

c) Emergent - living on credit, free love, etc.

III. Some Sources of Values

A. Ideal Values--religion, ethics, etc., culture, mores, love, the exceptional event, crisis, etc.

B. Social Values--the roots of significant social values are established in early childhood, under parental influence, with strong emotional reinforcement. In our culture these are:

1. Independence
2. Belongingness - recognition
3. Group acceptance and approval, affection
4. Achievement and success

C. Natural Developmental Values--There is a logical sequential continuum of human needs directly associated with growth and development. That which satisfies each need as it is felt will be valued, from the physical nurturance of the baby, through the need for personal identity, mating, etc., to the need for peace and quiet in old age.

D. Moral Values--emanate from human interactions. The way individuals treat each other depends a great deal on the moral values they hold. Decisions

Understandings

1. That living harmoniously with others in a home, community, or country requires an appreciation, understanding and consideration of the values of others. Racial and religious prejudice, and disharmony in home and community stem from failure to recognize all the value factors when coming to a decision or forming opinions about groups.

2. Moral behavior is "quality" humanness, which enables others to trust and appreciate an individual. It is basic to one's sense of self-respect or self-esteem.

CONTENT

which are more personal than impersonal will be influenced by them.

E. Other Values--specific, unique to each individual --result from:

1. the individual's own uniqueness
2. unique situations or events which impinge on the individual.

IV. Values, Decision-Making and the Self

A. The self-concept:

1. An individual is not born with an idea or image of himself, but as other people who matter to him react to him with love, impatience, anger, thoughtfulness, coldness, etc., he gradually develops a picture of himself which is his "self-concept".

2. Each individual has different self-images.
 - a. the self-concept--the concept an individual has of himself.
 - b. the ideal self-concept--the self one would like to be.
 - c. the reflected self-concept--how a person thinks others view him.

B. One of the idealistic goals of life is to merge into the ideal, the self, and the reflected self-concepts.

SUGGESTED TREATMENT AND UNDERSTANDINGS

3. Depending on the context, an individual may feel positively or negatively, or neither, about himself in relation to a great many areas involving other people, (such as recognition, achievement, acceptance, independence).

4. How he feels (i.e., his attitude about himself) carries much weight in his decision-making and therefore it is important that:

- a) he develop the habit of constantly trying to clarify what his true values are -- the ones on which he really operates
- b) he attempts to develop a positive attitude about himself.

Treatment

1. The pupils might write about particular examples of 4, a, b, c from their own recent experiences, attempting to explain the part played by decision-making (theirs or others).

2. Have the pupils attempt to determine which of their values have come from the groups in their lives such as immediate family, relatives, former friends, immediate peers, one other good friend, teachers, extra-curricular organizations, etc.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

3. Have buzz sessions on the pupil's personal self-group value conflicts--when an individual feels that he does not really agree with the group, but "goes along" anyway.

V. The Application of
Values to Decision-Making

Primary Reference: *Decision-Making*,
pp. 133 - 145.

An inventory of values related to choosing
a job or career.

VI. The Continuing Influence
of "Others" on the Individual
and his decision-making.

A. It is a human characteristic to associate in one way or another with other human beings.

B. Groups are faced with making decisions too, and will do so more efficiently if a decision-making model is followed.

C. The group decision process must give more weight to interpersonal relationships, and to the subordinating of the individual values of the group members to the values which are common to the group as a whole.

D. Each individual at one point in time considers himself a member of more than one group. Very frequently, the values held by one of these groups are incompatible with the values held by one or more of the other groups. Decision-making for such an individual understandably takes on a weighty, emotional overload, and is accompanied by considerable confusion and insecurity.

Understandings

1. "Growing up" and eventually becoming a mature individual is largely the business of resolving the "self-other values" conflicts. Contrary to much popular opinion, the most trying period of "self-other" dilemmas is not necessarily adolescence; but it is the time when the individual becomes aware of such problems, involving parents and peers, peer "in-groups" and "out-groups".

2. The "why" behind a person's behavior lies in the area of his attitudes and values. From this complex area emerges his "personality".

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

E. The individual must learn constantly to assess his ever-shifting group-value priorities.

F. In the life span of every individual, his associations with two particular groups, family and peers, continue to be meaningful.

RESOURCE MATERIALS:I. Filmstrips

- *Developing Your Personality*, Encyclopedia Britannica. Six filmstrips, 48 frames each, color. To help young people make decisions and develop attitudes.

II Tapes

- Newman, Joel. Taped interviews on "Value positions of young adolescent boys."
- Teidman, D.V., *Summer Road*, Cambridge, 17 tapes, 1959.

III Teacher References

1. Maltz, M., *Psycho-Cybernetics*, New York, 1967.
A new way to get more out of life. An Essandess special edition.
2. Super, Donald E., *Self Concept Theory*, College Examination Board, New York, 1960.
3. Tiedeman, David V., *Choice and Adjustment*, C.E.E.B., New York, 1963.
4. Lifton, Walter M., *Keys to Vocational Decisions*, Ed. Science Research Associates Inc., New York, 1964.
5. Super, Donald E., et al., *Career Development Self Concept Theory*, C.E.E.B., New York, 1963.
6. Allport, G., *Becoming*.

UNIT II

STUDYING AN OCCUPATION

(4-6 Lessons)

Introductory Statement:

In this chapter, the student with the help of the guidance teacher and the school counsellor will further develop his skills in decision-making in the area of occupational choice. His plans in making an occupational choice should be realistically based upon two considerations:

- a) the informational factor
- b) the vocational maturity factor.

In order to widen his knowledge of the opportunities open to him, the student must make a study of occupations, and it is therefore essential that he know how to study an occupation.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER XIII

<u>CONCEPT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. Why should you study occupations?	<u>Understandings</u>
A. To develop a degree of awareness and interest in the variety of jobs in the world of work.	1. Career planning is a process, not an event.
B. To encourage the realization that education plays an important part in job preparation.	2. The responsibility of choosing a career or occupation rests in part with the student, but acting on the choice rests solely with the student.
C. To help the student in selecting an occupation or a career for which he is suited.	3. Choosing occupational goals and planning toward them are among the most important and perhaps the most difficult problems a person will have to face.
	4. It is to the advantage of the student to develop an awareness and interest in a variety of jobs in the world of work.
	5. Education plays an important part in job preparation, job selection and job opportunities.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGSTreatment

1. Class discussion.
2. Have pupils write a paragraph on "Why Grade IX Students Should Study Occupations".

Understandings

II. Knowledge is necessary to study occupations with the view of making an occupational choice.

A student cannot make a wise career or occupational choice unless he has a good knowledge of himself and is aware of his own goals. i.e.:

A. Knowledge about yourself—strengths, weaknesses, present level of educational achievement, academic and non-academic abilities, skills, interests, attitudes and values.

- | | |
|---------------------------|--|
| 1. security | 6. friendliness or association with people |
| 2. power | 7. self-satisfaction |
| 3. making money | 8. adventure |
| 4. prestige | 9. feeling of worth through services |
| 5. hedonistic or pleasure | |

Satisfaction with a job and success in a job is dependent on many factors--capabilities, personal traits, values.

Education is a key in gaining employment. A person may have several occupations during his employable years.

Treatment

Class discussions. Have pupils list what is most important to them about a career or job. Have pupils rank in order of importance their occupational goals.

Understandings

III. It is important to obtain complete and accurate information about occupations one is considering.

Appropriate job or career selection depends on as complete a knowledge as possible about that job or career. Success in the world of work depends on matching job needs and demands with the person's needs and abilities.

Treatment

Students should be encouraged to explore all sources of occupational information.

CONTENT

IV. Occupational information can be obtained from many sources and in many ways:

- A. Library
 - 1. Books of fiction
 - 2. Reference books
 - 3. Pamphlets
 - 4. Periodicals and newspaper articles
- B. Industrial tours
- C. Field trips
- D. Individuals presently employed in the world of work
- E. Hobbies
- F. School subjects
- G. Audio visual aids

V. Types of information a pupil should have regarding a particular occupation:

- A. History
- B. Importance of the occupation and its relation to society
- C. Number of workers engaged in the occupation
- D. Need for workers
- E. Duties
- F. Qualifications
- G. Preparation
- H. Methods of entering
- I. Length of training
- J. Advancement and promotion
- K. Related occupations to which job may lead
- L. Earnings
- M. Hours and working conditions
- N. Regularity of employment
- O. Health and accident hazards
- P. Organizations

SUGGESTED TREATMENT AND UNDERSTANDINGS

Compile a list of fiction in the library pertaining to the world of work and encourage pupils to read and discuss these.

Encourage pupils to search periodicals and newspapers for "new occupations," and report on these to the class.

Visit industries in the immediate community. Invite trades people, technicians and professionals to school and have pupils interview them in class.

Have pupils report in writing on their hobbies.

Understandings

Studying the occupation from an historical viewpoint will provide many answers to questions that a pupil will have about the occupation.

It is important for employees to feel that they are making a contribution to society.

Knowing the total number of workers who are involved in an occupation is important.

The life span of occupations varies, e.g., pilots, stewardesses and athletes retire early.

There are restrictions regarding sex and age in some occupations. Occupational conditions are constantly changing.

Specific tasks within occupations vary.

It is advantageous to the student to get a complete description of the duties and responsibilities of workers in an occupation.

CONTENT

- Q. Typical places of employment.
 R. Training centres and opportunities for training.

SUGGESTED TREATMENT AND UNDERSTANDINGS

Decision-making on the part of the worker on the job varies from occupation to occupation.

Occupations vary in the physical and mental demands made on **the workers**.

There are special conditions which must be met prior to entry in some occupations.

There is provincial legislation affecting occupations, e.g., journeymen's papers, licenses, certificates.

Professional organizations have regulations which affect some occupations, e.g., lawyers, teachers, chartered accountants, doctors.

Personal characteristics seem to be related to job success.

Employers today are requiring higher levels of education than ever before.

It is very important to know how to act in a job interview.

It is very important to learn how to fill out application forms.

Unions frequently have regulations concerning workers.

In job preparation, the general education, the specific training and experience vary greatly.

It is important to know the related occupations to which a job may lead.

Some jobs are more hazardous than others.

Security, length of working hours, earnings, vary from occupation to occupation.

When choosing an occupation it is important to weigh the advantages and disadvantages in terms of your own values.

It is important to know the training centres and also the places of employment.

Treatment

Let each pupil report to the class on one occupation of his choice, using the outline given on pages 156-160 in the text.

View films and filmstrips dealing with occupations--follow with discussions.

Student role-playing re job interviews.

Listen to records re occupations--follow up with class discussions.

Listen to tape recordings--follow up with class discussions.

Write letters of job application.

RESOURCE MATERIALS:I Teacher References

1. "Career and Promotional Opportunities", Government of Alberta
2. "Government of Alberta Employment Opportunities"
3. "Government of Canada Employment Opportunities"

Numbers 1, 2, and 3 are bulletin board posters advertising employment opportunities with the provincial and federal governments. They can be obtained from the local post office (for Government of Canada), and the District Agriculturists' office (for Government of Alberta).

The following are excellent sources of occupational information. They outline the duties and qualifications, and state salary particulars.

4. *Professional Challenge*, Alberta
5. *Technical Opportunities with the Government of Alberta*
6. *Career Outlook University Graduates*, Department of Manpower and Immigration.
7. *Canada Careers Directory*, Cornmarket Press (Canada Limited), Birks Building, Montreal. "The Interview" - page 12.
8. *The Careers in Depth Series*, (57 titles), Guidance Associates of Pleasantville, New York.
9. *S.R.A. Guidance Kit*, Occupational Exploration - Occupational Briefs, Job Family Series, Guidance Series.
10. Shartle, *Occupational Information: Its Development and Application*, Prentice-Hall.
11. Baer and Roeber, *Occupational Information: The Dynamics of Its Nature and Use*, S.R.A.

II Filmstrips

- ☐ Career/Vocational Guidance Sound Filmstrips Program Series - Guidance Associates of Pleasantville, New York (15 filmstrips).

III Tapes

- Vocational Interview Tapes (35 tapes) - Guidance Associates of Pleasantville, New York.

IV Records

- A Man's Work - 50 records dealing with 100 occupations - McGraw-Hill.

UNIT II

THE FUTURE IN THE WORLD OF WORK

(4-6 Lessons)

Introductory Statement:

"Students should consider the future when they are making educational-vocational decisions. If you learn to think about the long-range implications of your decisions as well as the immediate implications you are more likely to make decisions which will permit you greater flexibility in the future."

The approach to content taken here is deliberately general and open-ended in recognition of the need for flexibility in dealing with the future.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER XIV

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. Is our world really changing rapidly?	<u>Understandings</u> Change in our world is both rapid and very far-reaching. Change results directly or indirectly from technological advancement. Awareness of changes (new developments) that have occurred during students' lifetimes will foster an appreciation of the extent and effect of changes they will experience in the future.
II. What causes this change?	<u>Treatment</u> Student research and task-oriented group work should focus students' attention on changes they have experienced and/or can observe via mass media (newspapers, magazines, television, radio); e.g., space exploration, supersonic jet travel, color television, plastics, electronics, man-made fibres in clothing, heart transplants, rural-urban migration, etc. A cataloguing of such new developments should assist students to discover the extensiveness of change and to recognize the impact of technological advancement.

CONTENT

III. What are trends?

IV. Why are they important in career planning and decision-making?

V. What trends are evident in the world of work?

SUGGESTED TREATMENT AND UNDERSTANDINGSUnderstandings

Effective career planning involves decisions about future alternatives.

Alternatives must be identifiable and reasonably stable (lasting) to enable one to judge consequences and make plans.

Trends, as "underlying or prevailing tendencies or inclinations", enable educated guesses (forecasts) about what is likely to happen (alternatives) based on what has happened and what is happening.

Treatment

Dictionary definition of trend.

Student discussion and observation can serve to illustrate trends within students' experiences; e.g., weather trends and planning for picnics, vacations, seeding, harvesting and the like; fashion trends and decisions about clothing.

Students should consider personal "trends" in the areas of interests, work habits and achievement; i.e., the implications of such thoughts as: "If my interests continue in this area", "If I continue to work at my studies as I'm doing now...."

Understandings

It is necessary not only to know what trends are evident but also to understand the immediate and long-range implications (possible consequences) of these so that the individual may plan accordingly.

Treatment

Student reading and research should be directed toward discovery of occupational trends.

Individual written work and/or group discussions should be aimed at having the students enumerate implications of trends and evaluating their significance for planning.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

Trends can be well illustrated by relating them as much as possible to specific occupations, using the skills for investigating occupations (Chapter 13).

A. Some kinds of occupations are disappearing; others are appearing. This will be a continuing trend. What happened to the blacksmith? What is a systems analyst?

Understandings

Young people can look forward to more than one career during their lifetime. Being able to change careers smoothly will require continued planning and flexibility.

The broader and more general a person's educational foundation, the greater his flexibility for making changes. This must be weighed against increased demand for specialized skills and knowledge with which to enter the world of work.

As occupations change, people will increasingly encounter the need for continuing education and retraining.

Treatment

Students' research into changes that have occurred in various occupations (e.g., blacksmith, pilot, doctor, teacher, farmer) over a period of years, and the further training required to meet today's conditions, can illustrate this trend.

B. Automation and its rapid extension will be a continuing trend.

What is automation?

Understandings

Automation exists. Judging it good or bad serves no useful purpose.

Treatment

Refer to definition of automation in text.

Student discussion can focus attention on examples of automation which exist within students' experiences (e.g., thermostat).

C. The work force will be comprised of younger people; the opportunities for advancement will be good.

Understandings

The implications of these trends relate to students' values, desires, ambitions, and anticipated standards and styles of living.

CONTENT

D. The work force will be comprised of proportionately more women, employed in a wider variety of jobs including supervisory jobs.

Studies have shown that the more education a girl obtains the greater is the likelihood that she will enter employment. This will be a continuing trend.

E. There will be a continuing shift from blue collar to white collar kinds of occupations; i.e., from production to service occupations. As manufacturing and production jobs (blue collar) become automated, fewer people will be required to do the work.

People who are interested in working with things (making things with their hands) will find that automated production jobs will more and more involve "button pushing and dial watching".

F. As occupations become more involved with 1. advanced technology, and 2. service to people, the demand for higher levels of education and training will increase.

G. The increased complexity of occupations will necessitate increased ability to communicate occupational skills and knowledge to others.

SUGGESTED TREATMENT AND UNDERSTANDINGS

Girls will increasingly be faced with preparation for two kinds of careers: in the home as wife and mother, and in an occupation. They will have to give attention to the whole set of values concerning marriage and children in their career-planning and decision-making.

More job opportunities will exist in service occupations and in those that deal with ideas and people.

People will increasingly have to satisfy their interests outside their jobs in vocational (leisure) activities.

Treatment

Group discussions should be aimed at relating this topic to earlier considerations of values and interests in planning and decision-making.

Understandings

Fewer occupational opportunities will exist for people who have minimal education or training.

Treatment

Consideration of what people in various occupations must know now compared to ten or twenty years ago will emphasize this (e.g., farmer, secretary, mechanic, pharmacist).

Understandings

Language and communication skills will become increasingly important. Students' education and training must include these skills.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGSTreatment

Written work and/or oral presentations in which students attempt to describe the operation of familiar machines or processes can assist to illustrate the need for precise communication. (e.g., an automatic washer, a scooter, a television set, setting a hairdo, typing a letter, etc.)

Understandings

H. The trend toward greater specialization will demand longer training periods before people enter the work force. Education and training beyond high school (university, technical institutes, community colleges, apprenticeship) will become even more prevalent than now.

Students' planning must take into account the now and later implications of earning an income, obtaining financial support, leaving home, being independent, and so on, as these relate to the time required to gain specialized training.

This involves decisions about postponing immediate satisfactions for future gains.

Students' planning should take into account the implications of frequently requiring further education and job training during their working lifetimes.

I. Continued technical advancement and rapid change in occupations will require continuing education and job training.

Consideration of educational requirements of occupations and of educational sequences (through high school and beyond) which lead to these requirements is a critical factor in students' planning.

Treatment

Review previous considerations in decision-making. Students should be beginning to integrate the various elements into a planning and decision-making process.

RESOURCE MATERIALS:

Most popular magazines and newspapers (e.g., *MacLeans*, *Time*, *Life*, *Chatelaine*, *McCall's*, *Weekend*, *Canadian*, *Financial Post*, and the like) frequently carry articles relevant to this section. Student research can be directed to these types of readily available materials. Teachers and students should recognize that such materials should be judged in terms of factual content and bias.

Guidance materials from the Guidance Branch, Alberta Department of Education; Guidance Centre, Toronto, and similar suppliers, are excellent sources of information.

Many suitable teacher references are available in paperback form. Two examples are:

Rosenberg, J.M., *Automation, Manpower, and Education*, N.Y. Random House, 1966.

Michael, Donald M., *The Next Generation: The Prospects Ahead for the Youth of Today and Tomorrow*, N.Y. Vintage Books, Random House, 1965.

The Dominion Bureau of Statistics, Canada Department of Labour, Canada Department of Manpower and Immigration, and the Alberta Department of Labour (Vital Statistics) and Industry and Development are good sources of current information relating to occupational trends.

UNIT II

LEISURE

(2-4 Lessons)

Introductory Statement:

Students should be encouraged to make maximum use of their time by applying decision-making strategy to the selection of leisure activities.

Leisure-time activities can provide opportunities for boys and girls to further improve their decision-making skills. The individual should be responsible for decisions about these activities.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER XV

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. Why is more leisure time a problem?	<u>Understandings</u>
A. People are used to working long hours at present.	There will be more leisure time for more workers in the future.
B. People do not know how to use leisure time to full advantage.	Leisure time should be a blessing rather than a curse.
	Machines, automation, and cybernation will continue to decrease the amount of work now being done by human workers.
	The ethic, "Work is Good", no longer applies to all segments of society.
II. Four different leisure classes are predicted:	The term "work" will have to be re-defined.
A. The unemployed.	Both work and leisure-time activities must be consistent with an individual's self-image.
B. The low-salaried employees working short hours.	All of our basic needs may not be satisfied by work.
C. The adequately-paid, too-high-salaried group working short hours.	
D. Those with no more leisure than they have now—which in the case of many professionals, means very few hours of leisure.	
III. The satisfaction you get from both your work and your leisure-time activities is related to your values.	

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

IV. Most junior and senior high school students have a lot of leisure time.

V. How should we spend leisure time?

- A. Exercising
- B. Reading
- C. Hobbies

VI. How should we go about selecting leisure-time activities?

Leisure-time activities can be grouped into four main categories:

- A. Athletic
- B. Creative Arts
- C. Social
- D. Service

VII. Why leisure-time activities--what is their value?

- A. Hobbies

It is important to learn how to use leisure time effectively.

Leisure-time activities should help to relieve tensions built up while working and should be a departure from the world of work.

Our leisure activities should make a contribution to our personal adjustments and our happiness.

Individuals have potentials which are not developed and used in the world of work.

Hobbies can lead to employment.

It is wise for a person to obtain some experience in each of these four areas of leisure-time activities.

Selecting a hobby, like choosing a career, is a process; it takes time.

Our interests change as we mature and gain experience.

Some hobbies have special demands which can be met only at a certain age.

Hobbies can be useful for social outlets.

Some leisure-time activities are group activities; some are not.

One should not attempt hobbies requiring abilities one does not possess.

Making decisions about hobbies, just as making decisions about educational programs or making decisions about a career, must always be done by the student.

Treatment

Encourage students to:

- a) explore several hobbies.
- b) choose an activity which is likely to remain interesting throughout much of their lives.
- c) become acquainted with leisure activities available in your community.
- d) study community resources.
- e) assess their own interests, aptitudes and values.
- f) seek advice from parents, teachers, friends, and the school counsellor.

CONTENTSUGGESTED TREATMENT AND UNDERSTANDINGS

Leisure and work:

Have pupils define the terms "leisure" and "work".

In a class discussion, deal with the selection of leisure-time activities.

This discussion should bring out:

a) what activities are available.

b) some factors to consider when making the selection.

c) have pupils list those activities which are group activities. Discuss advantages of group activities as compared to solo activities.

RESOURCE MATERIALS:

1. Canadian Occupations Monographs, available from the Queen's Printer at 25¢ each.
2. *Choosing Your Occupation*, American Government Publication.
3. *A Guide to Occupational Choice and Training*, Greenleaf.
4. *Exploring Occupations*, The Canadian Guidance Series,
5. *You and Your Career*, The Canadian Guidance Series.
6. Filmstrips: Guidance Associates, Inc.
 - E *Your Job Interview*
 - B *Getting and Keeping Your First Job*
7. Records
 - *A Man's Work* - 50 records dealing with 100 occupations, McGraw-Hill.
8. *Your Job Interview*, New York Life Insurance Company
9. *You and Your Career*, Collier's Encyclopedia Year Book (Occupational Information Chart) 25¢.

Teacher's References:

1. Borow (editor), *Man In A World at Work*, Houghton-Mifflin.
2. Murphy, *Handbook of Job Facts*, S.R.A.
3. Greenleaf, *Occupations and Careers*, McGraw-Hill.

4. Thorndike and Hagen, *Ten Thousand Careers*, Renouf Publishing Co. Ltd.
5. Sifferd, C.S., *Selecting An Occupation*, McKnight and McKnight.
6. Perry, John, *17 Million Jobs*, McGraw-Hill.
7. *Enjoying Leisure Time*, S.R.A. Guidance Series.

UNIT III

THE FUTURE

(2-4 Lessons)

Introductory Statement:

Particular attention is given throughout this chapter to the review of the strategy of decision-making in order that it may be effectively applied in making more realistic decisions in the future.

PRIMARY REFERENCE: DECISION-MAKING - CHAPTER XVI

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. A Model for Decision-Making	<u>Treatment</u>
A. Stages for decision-making	Students might be required to recall their early childish decisions and present tentative choices.
1. Childish decisions (Imaginative and Parental Imitation Choices)	a) Students might be asked to discuss some of their immediate, intermediate, and long-range plans.
2. Tentative choices	
3. Realistic choices	
II. Kinds of Decision-Making	
A. Immediate	
B. Intermediate	
C. Long-range	
III. Four Steps Required To Separate Facts From Opinion in Decision-Making	Students might be required to investigate a decision in order to separate facts from opinion by discussing the four steps in decision-making.
A. The possible alternative action.	
B. The possible outcome of the various actions.	The purpose of group procedures is to provide the opportunity for individual understanding. Moreover, the group should consider carefully reference materials from which further information can be obtained.
C. The relationships between actions and outcomes.	
D. The relative preferences for the outcomes.	Emphasis is not upon information. It is understanding - allow students to reflect issues without an outline of content.

RESOURCE MATERIAL:

The text developed one of approximately six possible, theoretical models or methods of decision-making. This has been accomplished by assisting the student to discover, assess and understand his personal interests, abilities, and aptitudes. For further information pertaining to the various theoretical models to decision-making, the teacher is referred to the following:

1. Bross, I.D., *Design for Decision*, New York, MacMillan, 1953.
2. Chermoff, H. and L.E. Moses, *Elementary Decision Theory*, New York, 1959.
3. Churchman, C.W., *Prediction and Optimal Decision*, Englewood Cliffs, N.J., Prentice-Hall, 1961.
4. Broudy, H., B. Smith and J. Burnett, *Democracy Excellence in American Secondary Education*, Rand McNally and Company, Chicago, Illinois, U.S.A.
5. Edwards, W., "Behavioural Decision Theory", *Annual Review of Psychology*, 1961, 12, 473-499.
6. Gelatt, H.B., "Decision-Making: A Conceptual Frame of Reference for Counselling". *Jr. Counsellor of Psychology*, 1962, 9, 240-245.
7. Ginzberg, E. et al., *Occupational Choice: An Approach to a General Theory*, New York, Columbia University Press, 1951.
8. Katz, M., *Decisions and Values: A Rationale For Secondary School Guidance*, New York, College Entrance Examination Board, 1963.
9. Luce, R.D. and H. Raiffa, *Games and Decisions*, New York, Wiley, 1957.
10. Thrall, R.M., C.H. Coombs and R.L. David (eds.), *Decision Processes*, New York, Wiley, 1954.
11. Yabroff, W., *Two Experiments in Teaching Decision-Making*, Palo Alto, California, Unified School District, 1964.

UNIT III

THE CASE STUDY

(2-4 Lessons)

Introductory Statement:

It is almost impossible to make a good decision without giving some consideration to those characteristics which have been considered as necessary dimensions of the decision-making process, i.e., social, academic, vocational, and emotional information. It is difficult to make good decisions without analyzing the facts concerning one's background, behavior, abilities and achievements, and other objective information about the individual. Understanding these unique characteristics is necessary for making accurate decisions.

PRIMARY REFERENCE: DECISION-MAKING .- CHAPTER XVII

<u>CONTENT</u>	<u>SUGGESTED TREATMENT AND UNDERSTANDINGS</u>
I. The extent of study in which the individual engages varies with the type of decision to be made. In presenting the case of Burt Smith, consideration is given to the following areas:	<u>Treatment</u> Presentation of study of Burt Smith to familiarize students with the aspects of a case study and the uniqueness of each situation. Students should be required to decide for Burt and to discuss reasons for their decisions.
A. Family background (social). B. Physical characteristics. C. Extracurricular activities (social). D. Talents (academic, emotional). E. Friends (social). F. School (academic, social). G. Interests and ambitions (academic, emotional).	
II. Study of randomly selected anonymous "others" who are or have been students from the local community. Information from cumulative record cards should serve this	Presentation of information on selected hypothetical cases will serve to reinforce the learning acquired in the study of Burt Smith. Also, the fact that such cases are selected from the local population should stimulate student interest.

62.



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CONTENT

SUGGESTED TREATMENT AND UNDERSTANDINGS

purpose well. Ensure that
anonymity of students is
preserved.

III. Self Study

The most meaningful and important objective should be the preparation of case studies by each student using himself as subject. The aptitude, achievement, interest and other data collected during the year should be incorporated into a case study framework similar to that presented for Burt Smith.

This requires the student to make a critical re-examination of his abilities, interests and goals. It is a natural culmination of the study of decision-making. Where possible, each student should be required to review his own case with the counsellor or teacher.

The prepared case study of self should be, with the student's understanding, forwarded to the guidance department of the high school which the student will attend. This will enable meaningful contact to be made at the high school in the next school year and will permit the student to assess changes which have occurred in earlier decisions. It should also serve to focus on the fact that decision-making is a continuous process which doesn't end in Grade IX.

DATE DUE SLIP

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Alberta. Dept. of Education.
Curriculum guide for group
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